

Greenway Primary and Nursery School sports premium report 2022-2023



Commissioned by



Department
for Education

Created by



It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) makes clear there will be a focus on **‘whether leaders and those responsible for governors all understand their respective roles and perform these in a way that enhances the effectiveness of the school’**.

Under the [Quality of Education](#) Ofsted inspectors consider:

Intent - Curriculum design, coverage and appropriateness

Implementation - Curriculum delivery, Teaching (pedagogy) and Assessment

Impact - Attainment and progress

To assist schools with common transferable language this template has been developed to utilise the same three headings which should make your plans easily transferable between working documents.

Schools must use the funding to make **additional and sustainable** improvements to the quality of Physical Education, School Sport and Physical Activity (PESSPA) they offer. This means that you should use the Primary PE and sport premium to:

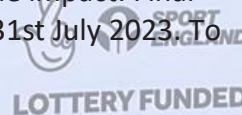
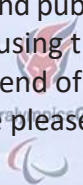
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; the school’s budget should fund these.

Please visit [gov.uk](#) for the revised DfE guidance including the 5 key indicators across which schools should demonstrate an improvement. This document will help you to review your provision and to report your spend. DfE encourages schools to use this template as an effective way of meeting the reporting requirements of the Primary PE and Sport Premium.

We recommend you start by reflecting on the impact of current provision and reviewing the previous spend.

Schools are required to [publish details](#) of how they spend this funding, including any under-spend from 2021/2022, as well as on the impact it has on pupils’ PE and sport participation and attainment. The funding **should** be spent by 31st July but the DfE has stated that there will be **no clawback** of any unspent money so this can be carried forward into 2023/24.

We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than the 31st July 2023. To see an example of how to complete the table please click [HERE](#).



Details with regard to funding

Please complete the table below.

Total amount carried over from 2021/22	£
Total amount allocated for 2021/22	£
How much (if any) do you intend to carry over from this total fund into 2022/23?	£22,443.82
Total amount allocated for 2022/23	£15,483.18
Total amount of funding for 2022/23. Ideally should be spent and reported on by 31st July 2023.	£17,750
UNDERSPEND	£2266.82

Swimming Data

Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety. N.B. Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts. Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self rescue even if they do not fully meet the first two requirements of the NC programme of study	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? N.B. Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2023. Please see note above	100%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above	100%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	100%
Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity over and above the national curriculum requirements. Have you used it in this way?	No

Created by:



Supported by:



Action Plan and Budget Tracking

Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

Academic Year: 2022/23	Total fund allocated:	Date Updated:		
<p>Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school</p>			Percentage of total allocation: 20%	
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated: £3582.98	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<p>To maximise the potential for children to be active during their travel to school, playtimes, lunchtimes and after school provision.</p> <p>Maximise opportunities to be active during classroom time through the use of active learning and movements breaks.</p>	<p>Increase the amount of playtime and lunchtime resources that promote active play. Then utilise sports ambassadors and year 6 buddies to support the delivery of active playtimes. Resources included: hoops, mats, balls, tennis rackets, rebounders, movement scarves, SEND ball launcher, finger lights and netball posts.</p> <p>Bikeability sessions for our year 6 cohort to promote cycling safely to and from school which will further support their transition to secondary school.</p> <p>Maximise the number of children able to attend lunch and after school clubs.</p>	<ul style="list-style-type: none"> - £998.18 playtime resources to promote active playtimes and lunchtimes. - £680 for Bikeability sessions for year 6 cohort to develop cycling skills so they can cycle to school and secondary 	<p>Children reported that they feel more active at playtimes and lunchtimes when they have the playtimes equipment resources available to them. Additional netball posts provided more areas to play games like netball or basketball. Reception utilised equipment to have an active playground during their lunchtime which was supported by the sports ambassadors and year 6 buddies. They created fun, quick obstacle activities every day over a term for Reception to take part in. The uptake was high with a 100% of Reception choosing to play on the active playground on at least 2 of the days each week. Children were</p>	<p>The playtime resources purchased have multiple uses and can be utilised in various areas across the curriculum. Next, the pupils have reported they would like more basketball hoops with backboards to use at playtime as there is currently just 1. It would also be worth investing in additional training for Sports ambassadors and creation of play leaders from year 5 to increase the coverage of the active playground. This was a successful term for Reception in terms of how active they were. It would be useful to increase the range to include KS1 and more.</p>

	<p>Develop lunch and after school clubs that have a high uptake of children.</p> <p>Identify active brain breaks to be used between class transitions and activities that have a high engagement. Purchase of the action mats resource to be used for movement breaks in lessons. These can also be utilised at lunch/ after school clubs, playtimes, PE and other areas of the curriculum.</p>	<p>school.</p> <p>£1904.80 for action mats resource</p>	<p>able to dip in and out of the activities. This was highly successful.</p> <p>Bikeability supports the children's safety and cycling skills which can be transferred to cycling to and from school. This enabled pupils and parents to have options when considering how to travel.</p> <p>The action mats were highly engaging resources to utilise for movement breaks, playtimes, social times and after school. The children found them very visual and easy to use which supported the high engagement. This enabled classes to increase the amount of time children were physical during the day.</p> <p>The netball posts have supported increasing the time spent being active during netball club. Children at netball club reported that they felt they spent less time waiting around.</p> <p>Club figures:</p>	<p>Bikeability training is highly sustainable for our year 6's. Once they have the knowledge and skills for cycling safety and operating a bike, they are able to cycle to school more often and parents will feel more confident in their ability once they pass. This would be useful to include again next year for the next year 6 cohort.</p> <p>However, we could further look at how we promote active travel to and from school for other year groups and identify ways to maximise this.</p> <p>The action mats were a one-off fee so we now have access to the resource permanently. It would be useful to explore how these fit into movements breaks in addition to the Daily Mile. Could the action mats be utilised on days that are just far too wet to take part in the Daily Mile. We need to explore this and work out if they could compliment one another. The mats can be used in many different curriculum areas to support active learning and additional activity for our wrap around care provision.</p> <p>Netball posts are a permanent moveable asset which can be utilised for playtimes, PE and</p>
--	---	---	--	---

				clubs. Next, we should identify other sports resources that could further promote active playtimes and compliment extra-curricular activities.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 1.4%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated: £247.70	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Giving children exposure to sporting experiences and athletes so they have positive sporting experiences. Positive assemblies highlighting key information and national policy around PESSPA	Wimbledon trip to see Wimbledon matches being played for some children. PE lead to have a regular assembly slot to keep children updated around PESSPA around the world and in our school.	- £247.70	Children had an amazing experience day at Wimbledon. All of the children who attended said they felt more positive about PESSPA having been to this experience and all would like to take up Tennis moving forward. The regular assemblies enabled important messaging to be highlighted throughout the year. Most notably, the children remembered assemblies about the England Lionesses winning the Euro's and about to embark on their world cup journey. Pupil voice suggested that children didn't feel a buzz around the Women's world cup until after the assembly and all children found it informative on how they	Continue to undertake regular assemblies for PESSPA and ensure PE is equipped to deliver up to date messaging to the pupils about PESSPA. Continue to highlight experiences that children may not otherwise be able to undertake. E.g. sports that we may not have the facilities nearby to do all year round. These experiences will give children entry level access to some specialist sports they would otherwise not have opportunities in.

			can take part outside of school.	
--	--	--	----------------------------------	--

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport Percentage of total allocation:
14.4%

Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated: £2530	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
To identify areas to support staff in delivery high quality PE and then actioning support. To identify a better whole school resource to support all staff in implementing high quality PE that is engaging and highly physical.	Continued use of complete P.E. online PE resources. Continued AfPE membership. Continued YST membership. Continue access to the Cross-Curricular Orienteering (CCO) Resource. Purchase of a 3 year license to GetSet4PE online resource for support with planning, assessment, evaluation and delivery.	<ul style="list-style-type: none"> - £105 for complete PE - £95 for AfPE membership - £555 for YST membership - £400 for CCO - £1375 for GetSet4PE 	The membership to AfPE and YST provide staff with support to continue to develop their confidence, knowledge and skills when delivering or supporting the delivery of PE and Sport. This has enabled all staff to deliver a high quality PE offer. Pupils state their lessons are fun, engaging and highly active. The CCO membership has enabled staff to continue to provide an engaging orienteering curriculum that can be utilised with many other curriculum areas. This has ensured that children have been active more in other areas of the curriculum with most children reporting they learn better when	Continue memberships with AfPE and YST as staff find these useful when delivering a high quality PESSPA curriculum that is inclusive and beneficial for all. Continue the CCO membership as it enables staff to maximise active learning in other curricular areas and children report they find this better at supporting their learning. Cancel the complete PE membership and this will now be replaced with the GetSet4PE scheme. Identify additional resources to support staff to maximise active learning in other

		<p>they are active.</p> <p>We identified that the Complete PE resource was slightly outdated for our children and current cohorts. Teachers began to find it difficult to implement engaging and active physical education. We consulted our local SGO and local PE leads and identified the GetSet4PE scheme as a better option for our children as it was more engaging and ensure staff had the confidence and knowledge to implement high quality PE. Pupils have reported that lesson are more active that normal. Staff report that children are visibly and physically more tired after PE sessions since the implementation. Teachers have reported that the new resource enables lessons to maximise activity and allowing children to explore skills for longer, whilst embedding key concepts and terminology. Notably, lesson have consistently more moderate-vigorous physical activity throughout and for longer periods.</p>	<p>curricular areas. Look into resources such as tagtiv.</p>
--	--	---	--

<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>	<p>Percentage of total allocation: 28%</p>
---	--

Intent	Implementation	Impact	
---------------	-----------------------	---------------	--

Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated: £4981.5	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<p>Provide a broad range of activities to more of our pupils through investment in popular sports we currently offer to some pupils.</p> <p>Investment in sporting experiences we do not have the facilities for by utilising off-site visits to specialist sites.</p>	<p>Climbing wall activity day for year 6 children to experience climbing with a harness and then abseiling back down.</p> <p>Investment in additional table tennis tables and PE sessions to increase the amount of children able to access this through PE, School Sports, Playtimes and extra-curricular clubs.</p>	<ul style="list-style-type: none"> - £742.50 for climbing wall experience - £1400 for additional table tennis table and club set up - £2839 for table tennis PE sessions 	<p>The climbing wall provided a rich experience for year 6 children. They learned how to climb, how to climb across extended gaps. Fast climbing techniques and how to tackle overhangs. All of year 6 were able to gain further knowledge in these areas and develop their climbing skills. All managed to improve.</p> <p>The extra table tennis tables have allowed us to increase the amount of children accessing table tennis during PE, playtimes, extra-curricular activities and through school sport. Table tennis has been identified as one of the most popular sports at Greenway but with limited tables becomes limited access. We are now able to offer table tennis on the PE curriculum for years 3-6 with everyone able to take part in highly active sessions which develop their agility, balance, coordination, knowledge, umpiring, coaching of table tennis and other net/court/wall games. The PE sessions have continued to support our staff in their</p>	<p>Continue to identify rich experiences that our children have limited access to. These experiences develop children's skills and knowledge quickly because they enter them with limited access. It further enhances their current skills and ability to transfer them across a wide range of activities.</p> <p>Continue to invest in popular sports for our children so that more of them can have a better access to these sports, more of the time. This will increase activities levels and support children to develop and healthy active lifestyle that they enjoy.</p> <p>New staff join again in September so we should continue to utilise our table tennis coach to uplevel their skills across key stages further. Look into the possibility of increasing the amount of table tennis clubs next year to include more of KS2 as it is a popular sport among this key</p>

		<p>confidence and knowledge of delivering table tennis and net/court/wall games. The Table tennis coach works closely with class teachers and other staff to support their increased confidence, knowledge and skills. As we had some new staff in KS2, this was new knowledge to all of them.</p>	<p>stage.</p>
--	--	--	---------------

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				23.4%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated: £4141	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Maximise the number of children accessing competitive sport throughout the school year. Identify appropriate competition levels for our children to ensure they undertake competition experiences that are positive and support their development of knowledge, rules, skills, confidence, determination, passion, and resilience. Access high quality school sports opportunities.	Continue DSSN (local School sports network) membership which grants access to a high number of sporting opportunities across EYFS, KS1 and KS2. Access school games competitions through out local school games organiser network. Utilise existing NGB's and local clubs to enter competitions. Access sporting opportunities in our local area that children can walk to easily as we can maximise how many can attend. Where required we have used external transport to maximise how many children we can take to events.	- £1062 for DSSN - £64 for local cross country event entries - £3062 transport costs to sporting events and fixtures.	We have accessed 14/19 one-off opportunities with DSSN this year which is the second highest of a primary in Dacorum. The highest of a primary of our size as a small school. We have been able to provide inter-school competitions and events on 57 different occasions. 100% of children in years 1-6 have accessed an intra-school competition. 100% of children have accessed inter-school competitions. We have attended county level competitions on 5 occasions this academic year. Every child in years 1-6 are offered opportunities to take part in competitive sport and represent the school in intra and inter school competitions and events. We have strengthened our community clubs links throughout the year and now work with more community clubs than ever	Continue DSSN membership and access to School Games events and these provide many opportunities for our children to take part in competitive sport. Continue to enter local area events that we can walk to as this maximises the amount of children we can take along and provide opportunities for. Continue to use sports premium to support transport to events as this means we can send more teams to certain events and provide more opportunities. However, transport cost are rising so we need to look at alternative transport options in the coming years to be more sustainable.

			before.	
--	--	--	---------	--

UNDERSPEND - £2266.82
 Percentage of allocation – 12.8%

I would suggest we utilise this to support some of our new year 6 cohort for 2023-24 academic year to continue swimming lessons as some have not met the required standards yet.

Signed off by	
Head Teacher:	Katharine Ellwood
Date:	27.7.23
Subject Leader:	Kai Lewis
Date:	27.7.23
Governor:	Louise Collins
Date:	27.7.23